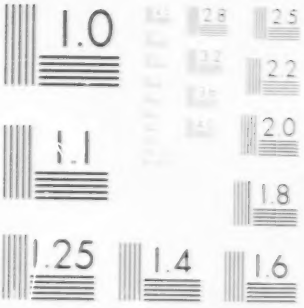
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ABSTRACT

One of five supplements which accompany chapter three of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning testing procedures and forms utilized by the research services division. Included are the following materials: descriptions of the test center facilites and nature of tests administered; procedures for test initiation; scheduling procedures; procedures for reporting test results; procedures for discontinuing testing; rules of conduct in the test center; instructions for maintaining the files; and a discussion of access to the files. The appended materials include the proposal for the test center, the test center orientation speech, a description of tests being administered, a description of tests currently under development, and various related forms. (BM)

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NATIONAL EDUCATION R&D MODEL

MOUNTAIN PLAINS EDUCATION ECONOMIC DEVELOPMENT PROGRAM INC.

ED150353

MOUNTAIN-PLAINS HANDBOOK

THE DESIGN AND OPERATION OF A RESIDENTIAL FAMILY BASED EDUCATION PROGRAM

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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APPENDIX

SUPPLEMENT NO. 2 TO VOLUME 3

MEASUREMENT AND EVALUATION:

RESEARCH SERVICES DIVISION

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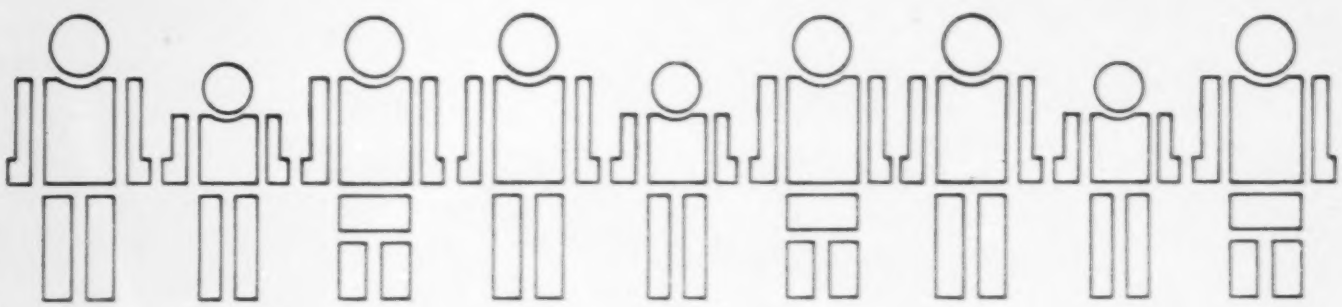

APPENDIX

This supplement is designed for use in conjunction with Volume III.

Supplement 2 To Volume III

MEASUREMENT AND EVALUATION: THE RESEARCH SERVICES DIVISION

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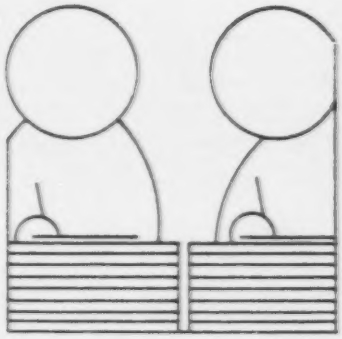
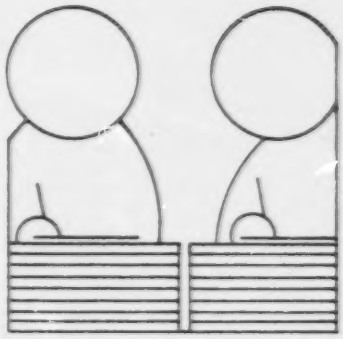
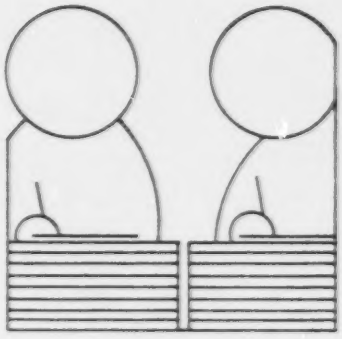
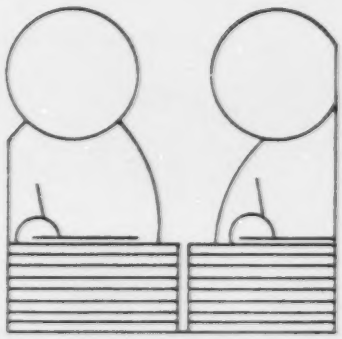


RESEARCH SERVICES DIVISION



TEST CENTER COMPONENT





Introduction

The idea of a testing center for use at Mountain-Plains originated in February, 1974. At that time, all testing done for the Mountain-Plains Program was handled by the area that planned to use whatever information was obtainable from the tests that it administered. This circumstance was found to be undesirable because the areas did not have the facilities to provide a controlled environment in which to take tests. Also, many of the areas did not have a professionally trained test administrator. The final drawback of this system was that it did not allow for any central control over what tests were being given, and what was to be done with the test scores once they were obtained.

In order to rectify these shortcomings, a proposal* was put forth for a testing center that would provide the following:

a) A controlled, "noise free," environment where students could take tests under the best possible conditions.

b) A professional test administrator who would ensure that all tests were properly administered.

c) A central location where students could take all the major tests in use at Mountain-Plains.

d) A central location for the storage and maintenance of test score data.

* Reference Appendix, page I

One of the "side benefits" of the Test Center is that by assuming the administration of many of the tests that were formerly administered in the individual areas, there has been a significant amount of time reduction in the areas with regard to data collection by instructional staff.

This proposal was accepted by Mountain-Plains management and the Test Center was opened for operation on April 1, 1974. Since both the Test Center and the program needed adjustment time, the Test Center did not become fully operational until July 1, 1974.

Currently, the Test Center is meeting all the goals set forth for it in the initial proposal. As the program undergoes further development, and the Test Center broadens its area of concern to include all the occupational area job title testing, the benefit of having such a Center should become even more pronounced.

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Description of Facilities

The Test Center contains approximately 25 single tables and a number of double tables. This provides facilities so that a maximum of fifty people can be tested at one time without over-crowding.

The Center itself is carpeted and decorated in such a way as to provide a pleasant atmosphere in which to take tests.

Attached to the testing room is an office which contains file cabinets and other equipment necessary for the storage of test materials and test records. The office also provides a place where the Test Center Technician and clerk may work without disturbing the students while they are being tested. A glass window in the wall between the office and the testing room allows the Test Center Technician to monitor test takers while performing other tasks.

Currently, there are plans to install partitions in the testing room to facilitate the administration of tests to more than one group at a time.

Nature of Tests Administered in the Test Center

Currently, the Mountain-Plains Program is concerned with three basic areas. The first deals with whether or not the program is meeting its stated objectives. The second is, "what is the best way to meet the program objectives?" The third area concerns how Mountain-Plains students who have met the objectives, compare with a control group that has not been exposed to the program.

The tests given at the Test Center are used primarily for prescriptive and evaluational purposes and deal almost exclusively with the first area of concern. Most of the tests are given to all Mountain-Plains students on an entry-exit basis and as such allow determination of whether or not the program objectives are being met.

The tests themselves can be classified into the following categories:

A. Affective - tests that deal with personality, attitudes and interests and where the item responses are not dealt with as being "right" or "wrong" using the consensus definition of these terms.

B. Cognitive - tests that deal with achievement, aptitude and knowledge and where the item responses are scored as "correct" or "incorrect" with reference to a criterion key.

C. Standardized - tests that have been developed and normed on populations outside of Mountain-Plains.

D. Mountain-Plains tests - these are tests that have been constructed and normed on the Mountain-Plains student population.

Procedure for Test Initiation

Since many of the tests administered in the Test Center are given on a program-wide basis, the "Test Request Form"* was developed to facilitate and control the introduction of new tests into the program. The proper use of this form is explained in the interoffice memorandum that was circulated when the form was introduced.**

A. Standardized Tests

When the Tests and Measurements Specialist receives a Test Request Form asking that a standardized test be added to the program, he will review the test with regard to the following criteria:

1. Statistical Characteristics
   a. Reliability
   b. Validity
2. Whether or not the test will serve the stated purpose of the requestor.
3. Whether or not the scores obtained from the test will provide unique information or are redundant to other tests currently in use.
4. Whether or not administration time and scoring procedures allow the test to be accommodated into the program without creating difficulties with regard to scheduling, availability of facilities and personnel workload.

* Reference Appendix, page VII
** Reference Appendix, page VIII

5. Whether or not it is desirable to administer the test to the control group for purposes of program evaluation.

The results of this review along with appropriate recommendations will be forwarded to the Director of Research Services who will make the final decision as to whether or not the test will be implemented into the program.

After receiving such approval from the Director of Research Services, the Tests and Measurements Specialist countersigns the Test Request Form. He wi'l also be responsible for arranging with the Registrar any necessary scheduling changes, obtaining test booklets and answer sheets, and informing the Test Center Technician when and how to administer the test. He will also arrange for scoring the test and for seeing that the scores are reported to the proper parties.

B. Mountain-Plains Constructed Affective Tests

When the Tests and Measurements Specialist receives a Test Request Form asking that a Mountain-Plains Constructed Test be added to the program, he will review the test with regard to the following criteria:

1. Face validity.
2. Scoring Procedures.
3. Theoretical basis for construction.
4. Statement of purpose.
5. Unique contribution claimed for the test.
6. Amount of strain that would be placed on available schedules, facilities and personnel.

7. Desirability of administering the test to the control group.

The results of this review, along with appropriate recommendations will be forwarded to the Director of Research Services who will make the final decision with regard to implementation.

When such approval is received by the Tests and Measurements Specialist, he will countersign the Test Request Form. The tests and Measurements Specialist will also be responsible for arranging with the Registrar for all current Mountain-Plains students, where desirable, to be scheduled into the Test Center to take the test in order to obtain a representative sample for establishing norms and reliability parameters for the test. He will be responsible for the reproduction of answer sheets and test booklets. He will also inform the Test Center Technician as to when and how the test will be administered and scored. Test scores will not be released until the test has been subjected to an item analysis, scaled, and the test reliability has been established. The results of the initial analysis will be forwarded to the test requestor who will then be expected to cooperate in the design of validity studies for the test. When the test is determined to be both reliable and valid, individual test scores will then be released to the proper parties.

C. Mountain-Plains Constructed Cognitive Tests

Upon receipt of a Test Request Form asking that the course tests for a given area be administered in the Test Center on a pre/post basis, the

Tests and Measurements Specialist will inform the Test Center Technician to begin testing in that area.

Since the tests are reviewed by both the instructional areas and the Tests and Measurements Specialist before their release, no further review is necessary upon receipt of the Test Request Form.

The Tests and Measurements Specialist will then be responsible for ensuring that the Test Center is furnished with test booklets, answer keys, and instructions for administration.

Scheduling Procedures*

Entry Tests

The entry tests are those administered to entering Mountain-Plains students during their Orientation period. The Orientation schedule** is prepared by the Community Instructor office and forwarded to all interested parties. The Data Center then assumes the responsibility for ensuring that the schedule is applied to incoming students. The entry tests are given according to the following schedule:

Monday Afternoon:	FCC pretesting (Excluding Parent Involvement)
Tuesday Morning:	CTBS (first half)
Tuesday Afternoon:	OVIS, POI, Mooney Checklist
Wednesday Morning:	CTBS (second half)
Wednesday Afternoon:	FCC pretesting (Parent Involvement)
Thursday Morning:	Math Test
Friday Afternoon:	GATB (if needed)
Monday Afternoon:	16PF Form C, Student Inventory

Exit Tests

When a student goes on exit status, the Data Center will schedule him into the Test Center for an afternoon of affective testing. This will be on a Tuesday afternoon, when the student has less than thirty (30) days left before exiting the program. The student will then be given the following on a post test basis: 16PF Form C, POI, Student Inventory, Student Evaluation of Staff.

* Reference Appendix, page XI
** Reference Appendix, page XIII

FCC Pre/Post Testing

Family Core pretesting will be routinely performed during the Orientation week. All students entering Mountain-Plains will be pretested in the FCC areas at this time.

When a student finishes a Family Core area, his Instructor will notify his Student Advisor. When the student has finished the entire Family Core Curriculum, his Student Advisor will be responsible for having him scheduled into the Test Center on a Monday afternoon for the purpose of post testing in the Family Core area.

Occupational Area Pre/Post Testing

When a student is ready to be pretested for his occupational area, the Student Advisor will have him scheduled into the Test Center for pretesting.

When the student completes his occupational area, the Student Advisor will have him scheduled into the Test Center for post testing.

Before an occupational area pre/post test can be administered, the Test Center Technician must be informed of the following:

1. Student name and family pay number.
2. Job title he is to be tested for.
3. Date and the time the test is to be administered.

Once the student is provided with this information, he will be sent to the Test Center where he will be post tested. This will be accomplished on a "walk in" basis with no prior notice required.

New Tests

When a new test is to be introduced into the program, the Tests and Measurements Specialist will arrange with the Data Center to have the test administered to all current students. The Data Center must have at least two weeks notice in order to prepare the schedules. After the test has been administered to all current students, it will become a part of the entry/exit test package and administered along with other tests currently used by Mountain-Plains.

Missed Tests

If a student misses a test he was scheduled to take for any reason, the Test Center Technician will notify the Student Advisor by either speed memo or DET form. The Student Advisor will then be responsible for rescheduling the student to take the missed test.

Reporting of Test Results

Affective Tests

These tests are scored in the Test Center by the Test Center Clerk who will compute the raw scores only. The profiles to be used in the actual counseling sessions will be made up by the Counseling Department. Affective test scores will be reported only to the user of the test.

OVIS and GATB scores will be reported to Career Guidance only.

Cognitive Tests

Pretest results will be recorded on the "Student Progress Record" by the Test Center Clerk. The "Student Progress Record" will then become the basis for the compilation of the "Student Work Plan." Both of these documents will then be used by both the Student Advisor and the Instructor to create a plan and to monitor student progress in the program.

When a student is post tested in the Test Center, a "Job Title Tests Report Form"* will be sent to the Instructor for informational purposes only. This form will indicate the student's performance on each LAP, with an indication of whether or not he has met the criterion.

The cognitive tests administered in the Test Center will be used strictly for diagnostic purposes in planning student programs and for research purposes. They will not be used for purposes of student validation. Student validation will be accomplished through the use of performance tests administered in the instructional areas.

* Reference Appendix, page XVI

As a general rule, test results will be reported only to the test requestor* and those people who have demonstrated a tangible need for the test scores. Test scores released for research purposes will be accompanied by ID numbers only.

* Reference the section entitled, "Procedure for Test Initiation."

Discontinuance of Testing

Under certain special circumstances, the Test Center Technician has the option to discontinue testing to any Mountain-Plains student. This may occur for reasons other than improper student behavior.* It is these circumstances that are being reviewed in this section.

1. Severe Reading Disability - If in the opinion of the Test Center Technician a student is unable to read and comprehend the test currently being administered, the Test Center Technician has the option to discontinue testing.
2. Unfamiliarity with the English Language - If the Test Center Technician uncovers a situation whereby a student is not sufficiently familiar with the English language to be administered tests written in English, she has the option to discontinue testing at that point.
3. Undue Difficulties - If in the opinion of the Test Center Technician a student is taking an inordinately long period of time in which to complete a test, she has the option to discontinue testing at that point.

In all the aforementioned circumstances, the discontinuance of testing will be considered to have occurred through no fault of the student. As a result, the student will have his or her timecard stamped for all time spent in the Test Center.

When the Test Center Technician discontinues testing due to one of the previously mentioned circumstances, she will notify the Registrar's Office by speed memo.

* Reference the section entitled, "Conduct in the Test Center" for procedures dealing with student conduct.

The Test Center Technician also has the option of requesting that the particular student be excused from all further written tests given at Mountain-Plains until such time as the student's difficulty with testing has been resolved.

Conduct in the Test Center

Since the Test Center has been developed to provide a quiet, comfortable place in which to take tests, students will be expected to behave accordingly. Loud or noisy behavior will not be tolerated. Any student who persists in this kind of behavior will be asked to leave the Center and will not have his timecard stamped for the time he was scheduled to be tested. The Test Center Technician will then forward a DET* form to the Student Advisor for appropriate action.

Refusal to Take a Test

If a student refuses to take a test for any reason, the Test Center Technician will explain to the student the nature of the test, how it fits into the program, and what the test is used for. If the student persists in refusing to take the test, he will be excused from the Test Center. His timecard will not be stamped for the time he was scheduled to be in the Test Center. A DET form will be forwarded to the Student Advisor for appropriate action.

Illness in the Test Center

If in the judgment of the Test Center Technician, a student becomes genuinely ill while taking a test, the Test Center Technician may excuse the student from the Test Center. The student's timecard will be stamped for the time he was in the Center. The remainder of the time will be charged against the student's sick time.

* Reference Appendix, page X

The Test Center Technician also has the option of allowing the student a brief rest and then letting him continue testing if he reports having recovered.

The Student Advisor will be notified in all instances whenever a student is forced to discontinue testing due to illness.

Cheating in the Test Center

All testing will be monitored by the Test Center Technician. If a student is found to be cheating, the Test Center Technician will speak to him and explain why it is unnecessary to do so. If the student persists, the Test Center Technician will fill out a DET form and send it to the Student Advisor. This form will reflect only that the student was uncooperative with regard to the request to stop cheating. In almost all cases, cheating would not be a sufficient reason for readministering a test at a later date.

Breaks

Students will be requested to take their breaks from testing in the Test Center itself. Students will be allowed to eat snacks and drink cokes, coffee, etc., in the Test Center while on break. They will also be permitted to drink coffee, cokes, etc., while being tested.

Smoking in the Test Center

During the summer months when adequate ventilation is available, students will be allowed to smoke in the Test Center while taking tests and while on breaks. In the winter months, students will not be allowed to smoke in the Test Center. Anyone wishing to smoke while on break will be asked to take their break in a location outside of the Test Center itself.

Do Not Enter, Testing in Session

This sign will be posted at both entrances to the Test Center while tests are being administered there. Both students and Mountain-Plains staff members are requested to heed these signs. Under no circumstances is anyone to walk directly into the Test Center while students are taking tests. If contact with a student who is being tested is desired, the Test Center Technician should be approached first. The Test Center Technician will record any messages for a student and see that he gets them on his next break. If the Test Center Technician feels it is important enough to warrant interrupting the student, she will do so.

File Maintenance

The Test Center will maintain files on all Mountain-Plains constructed cognitive tests and on some Mountain-Plains constructed affective instruments. Records of test results on all tests not filed in the Test Center will be maintained by the test requestor. Ultimately, all test results will be put into the student's permanent file in the Data Center.

The Test Center files will be maintained by test and not by individual. These files will be locked at all times when not in use.

Access to Files

The following persons have access to Test Center files as part of performing the routine tasks of file maintenance:

1. The Test Center Clerk
2. The Test Center Technician

The following persons have access to Test Center files for purposes of test construction and the conducting of research based on test results:

1. The Tests and Measurements Specialist
2. The Senior Curriculum Specialist
3. The Director of Research Services

The following persons have access to Test Center files on demand:

1. The project Executive Director
2. The project Deputy Director

No one else in the corporation will be allowed to examine the Test Center files without the express written consent of the student and written authorization from one of the following parties:

1. The Tests and Measurements Specialist
2. The Director of Research Services
3. The project Deputy Director
4. The project Executive Director

APPENDIX

Proposal for Testing Center

Due to the heterogenius nature of the current testing program at Mountain-Plains, it has been suggested that a "testing center" be established. Such a center would allow the testing program to be administered, maintained and controlled at a central location.

The operation and maintenance of such a center would require the following facilities.

(1) A room in a location that is relatively "noise free."

(2) A room sufficiently large so that tests may be administered to between 25 and 50 people per session.

(3) Approximately 15 to 20 tables and 30 to 40 chairs based on a two chair per table ratio.

(4) Filing cabinets in which to store testing materials.

(5) A smaller room in which to locate a staff member who would be responsible for administering and scoring the tests. (Hopefully a glass window can be installed between the two rooms so the staff member can monitor the testing while performing other tasks.)

(6) A desk, chair and filing cabinets for the staff member - the filing cabinets will be needed to store data collected on the various tests.

(7) IBM card storage cabinets to collect punch cards relating to the various tests.

The testing center would be used for the administration of diagnostic, written pretests, written post tests, attitude scales, and any standardized tests used in the Mountain-Plains Program.

The proposed testing center would benefit the Mountain-Plains program by:

(1) Providing a controlled environment in which to take tests, thereby emphasizing the importance of testing to both the students and instructors.

(2) Reducing the time spent by instructors in the area of "data gathering."

(3) Providing a central location for test data so it can be analyzed and processed with a minimal amount of difficulty.

(4) Facilitating a shift from subjective evaluation of student performance to a more objective approach to student and curriculum evaluation.

(5) Provide a consistent, professional approach to test evaluation with regard to both student performance and test quality.

Implementation of such a facility should begin immediately with a search for suitable quarters. The quarters should be furnished and ready for operation by March 1. At that point, a search should begin for an additional staff member to run the center. The staff member should be taken on by March 15, so the center can be ready for operation by March 31, when all the new tests are ready for use.

Test Center Orientation Speech

Good afternoon and welcome to the Testing Center. This is _____, the Test Center Technician, who is in charge of administering all the tests given here at the Testing Center. My name is _____ and my title is, "Tests and Measurements Specialist" which means that I'm in charge of the testing that goes on here at Mountain-Plains.

As you are probably already aware, this is the Testing Center. At one time all testing was given out in the areas. However, we decided that by administering all tests in a central location, we could provide a better environment in which to take them.

In the past many students have had questions regarding what kinds of tests we give here, what they are used for, and who has access to the test scores. I would now like to cover these areas one at a time.

Generally speaking, we can divide the kinds of tests we give here into affective and cognitive domains. Affective tests are those tests that deal with things like feelings, interests and attitudes. Cognitive tests are those tests that attempt to find out how much you know about a given subject area.

Examples of affective tests are things like the POI, 16PF, OVIS and Student Inventory. These tests are used primarily for purposes of program evaluation. They are also used by Counselors and Career Guidance Specialists to help in deciding what the best program for you would be.

In the cognitive area we have some standardized tests and some Mountain-Plains constructed tests. An example of a standardized tests is the CTBS. These tests are used primarily for diagnostic purposes so that the instructional staff may prepare a program that is best suited to your needs. They are also used for evaluational purposes so we can improve the program and make it the best we possibly can.

Not all the written tests you take at Mountain-Plains will be given at the Testing Center. We will give almost all the standardized tests here and all the job title pretests here. You won't take a job title pretest until you've chosen an occupational area. Out in the areas you will find LAP tests and Unit tests. The LAP tests are strictly for your own information and you will be allowed to score them yourself. The only thing you will be asked to do will be to go back and look up the answers to whatever questions you may have missed. However, I am asking that the answer sheets be returned to me for research purposes only.

The Unit tests will be administered by the instructor. These tests are for diagnostic purposes and for research. In order to validate a Unit you will be required to pass a performance test. It is how well you do things that will determine your progress in the program, not how well you answer questions about doing them. This does not mean that the written tests are of no importance, because in some cases they will be used for evaluating how well you're doing and will always be used for research purposes. It does mean that there is no reason for you to be nervous about taking these tests. All we ask is that you do the best you can. No one is ever going to be thrown out of the program for failing a written

test. As a matter of fact, I don't expect anyone to do very weil on these pretests because the questions cover material you haven't even seen yet. If you already know all the material, there's really no reason for you to be in the program. So far as cheating goes, you may be tempted to do this, but you will only be penalizing yourself by doing so. These tests are being used to build a program that suits your own, individual needs. If you cheat, you may find yourself in a program designed to suit someone else. I know that in public schools there is a great deal of pressure to do well. Here at Mountain-Plains we have a philosophy of letting everyone progress at his or her own speed. All we ask is that you make an honest effort.

Many students are concerned about who gets to see their test scores. I would like to assure you that they are all kept in locked file cabinets. The only staff members who ever get to see a test score are those who have a need to know what it is. In other words, your counselor will be able to see your counseling test scores, but your instructor will not. The only people in the entire program who have access to your entire data file are myself and three other members of the Research Department. Most of the time when we work with these records we do so by ID number and not by name. We honestly have very little interest in individual test scores. Almost all research is done by comparing large groups of scores with other groups. No students have access to the records of other students. You may request to see you test scores at any given time, but you may not see anyone elses. No one may see your scores without your express, written concent.

I hope that this clarifies the purpose and nature of the testing program here at Mountain-Plains. If you have any questions, please refer them to _____ and she will be glad to help you with them.

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

Test Request Form

1. Please administer the following test in the Test Center:

_____
Name of Test

2. This test is: (check appropriate entry)

_____ a. Standardized achievement battery

_____ b. Standardized aptitude test

_____ c. Standardized personality inventory

_____ d. Standardized interest inventory

_____ e. Other standardized affective test

_____ f. Mountain-Plains constructed affective instrument

_____ g. Mountain-Plains constructed cognitive instrument

3. This test will be used for: (check appropriate item(s)

_____ a. Student Evaluation

_____ b. Program Evaluation

_____ c. Curriculum Evaluation

_____ d. Diagnostic purposes in planning student programs

_____ e. Guidance and Counseling functions

_____ f. Other (please explain)

Signature of Requestor _____ Date _____

Approved _____ Date _____
Tests & Measurements Specialist

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 824-6221

INTEROFFICE MEMORANDUM July 5, 1974

TO: Dave Coyle, Rowan Conrad, Dave Anderson, Bob England

FROM: Bob Pollack

SUBJ: TEST AUTHORIZATION FORM

COPY TO: D. Manley, R. Seeley, D. Berg, J. Gormley, F. Baker, D. Mutterer

In order to provide documentation for tests now being given in the Test Center on a program-wide basis, a "Test Request Form" has been developed (see attached copy). This form is to be used to provide a blanket authorization for the administration of tests in the Test Center. For each test administered in the Test Center, there should be one form on file (they are not to be filled out for each student taking the test). Mountain-Plains constructed cognitive tests given in the Test Center, will be covered by a test request form filled out by the Senior Curriculum Specialist as the tests are released to the area, and pre-post testing in that area is assumed by the Test Center. However, rather than filling out a separate form for each test, one form per occupational area will be sufficient.

It is going to be requested that a form be filled out to cover all tests now being administered in the Test Center.

In the future, requests for the introduction of new tests into the Mountain-Plains program will be made on this form. Accompanying the form should be a copy of the test manual and a sample copy of the test. If the test is one that is being developed here at Mountain-Plains, the requestor should provide a copy of the test along with the same kind of scoring and administration procedures that are normally found in a test manual. Also, in the case of Mountain-Plains constructed instruments, there should be some explanation of how it was constructed and what purpose it is designed to serve. The Tests & Measurements Specialist will then provide the requestor with information as to the quality of the test based on statistical considerations. He will also offer an opinion on how useful the test will be with regard to the stated purposes of the test requestor.

If it is then agreed that the test should be used by Mountain-Plains, the Tests & Measurements Specialist will institute it into the overall testing program.

It should be noted that this form only covers what purpose the test is to be used for. How the test is used to serve this purpose should be readily explainable by the test requestor. It is recommended that the test requestor maintain a file that deals with this question.

BP/mc

DEVELOPMENTAL/EMPLOYABILITY TRAITS
CAREER GUIDANCE AND COUNSELING

Date _____

To: _____ _____, majoring in
(student)
_____ is scheduled for a plan/progress review. To facilitate this effort please return this form to the Career Guidance Department by _____.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not required.
Satisfactory. The student is strong enough in this area to gain and maintain employment in his/her chosen career. Added strength would be helpful but it is not essential.
Unsatisfactory. This is a weak point of the student and requires work. The student might be able to gain employment, but would probably not be able to maintain employment due to this weakness.
Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is essential.

Individual/Personal Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				

Work Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Competence				
Industriousness				
Accuracy				
Responsibility (tasks)				

Relationship Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Overall Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments: _____

Please check (✓) one:

___1. The student is progressing in his/her program and does not require a six-week review.
___2. The student is not progressing in his/her program and does require a six-week review.

Incentive Leave - check (✓) one:

___1. The student is progressing satisfactorily and is to be considered for Incentive Leave.
___2. The student is not progressing satisfactorily and should not be considered for Incentive Leave.

(*Traits defined on back)

THIS FORM FOR:

___6 Week Review
___Referral - General Information
___Referral - Immediate Attention
___Incident Report

X _____
(Instructor Signature)

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 GLASGOW MONTANA 59231 TEL (406) 5246221

INTEROFFICE MEMORANDUM

July 9, 1974

TO: Luther Robison, Registrar & Supervisor of Data, through G. Smith

FROM: Robert Pollack, Tests & Measurements Specialist, through D. Coyle

SUBJ: SCHEDULING OF TESTING IN THE TEST CENTER

COPY TO: R. Wall, R. Arneson, R. Helfrich, W. Peterson, W. Osland, N. Stein, R. England, R. Seeley, D. Manley, J. Beecher, T. Tooke

Since there seems to be some confusion regarding how students are to be scheduled into the Test Center for pre/post testing, this memo is being distributed to clarify the procedures for this process.

1. FCC Pre-Testing - Students will be routinely pre-tested by the Test Center in the FCC areas as part of their scheduled Orientation into the program.

2. FCC Post-Testing - When a student completes all of the family core areas, the Student Advisor should be responsible for having him scheduled into the Test Center on the next Monday afternoon for post-testing in all the family core areas.

3. Occupational Area Pre-Testing - When a student chooses a job title, the Student Advisor will be notified by the Career Guidance Specialist. It should then be the Advisor's responsibility to see that the student is scheduled into the Test Center for pre-testing.

4. Occupational Area Post-Testing - When a student finishes his occupational area, his Student Advisor should be responsible for having him scheduled into the Test Center to be post-tested.

For both pre and post tests in the occupational areas, the Student Advisor will provide the student with a form containing the following information:

a. Name of student to be tested.
b. Job title he is to be tested for.
c. Date and time of scheduled test administration.

Occupational area pre/post testing will begin in the Test Center for each occupational area as that area's tests are released for use in the area.

5. Affective Pre-Testing - This will be accomplished on a routine basis as part of the Orientation program.

6. Affective Post-Testing - On receipt of the thirty day exit notification, the Student Advisor should schedule the student into the Test Center on a Tuesday afternoon for affective post-testing. If a student is resigning from the program, it is asked that he be requested to take the post tests in this area before leaving the program.

RP/mc

ORIENTATION TIME CARD / SCHEDULE

ORIENTATION I

NAME _____ DATE OF ARRIVAL _____

FAMILY NO. _____ WEEK ENDING _____

DAY	TIME & LOCATION	FUNCTION	Department, Area, or Official	Instructor's Stamp or Signature
THURSDAY	9:30 - 11:00 P.M. MCP 49 & Homes	Infant & Child Care Placement	Child Development And Community Instructor	
	11:00 - 12:00 A.M. MCP 49	Base Tour	Community Instructor	
	1:00 - 1:30 P.M. Base Security Office	Vehicle Registration - Pictures	Base Security	
	1:30 - 2:00 P.M. MCP 49	Child Development Orientation	Child Development	
	2:00 - 3:00 P.M. MCP 49	Orientation to Mt.-Plains Social & Geographic Environment	Community Instructor	
	3:00 - 4:00 P.M. Chapel Annex	Chapel Orientation (Optional)	Chaplain	
FRIDAY	9:00 - 11:00 A.M. Family Center, Bldg. 526	Community Activities Orientation	Community Development/ Community Recreation	
	11:00 - 11:30 A.M. Bldg. 526	Public Safety Orientation, Base Security	Base Security	
	11:30 - 12:00 Bldg. 526	Public Safety Orientation, Fire Safety	Fire Department	
	1:00 - 2:00 P.M. MCP 49	Student Government Orientation	Leaders Council (MOWINDS)	
	2:00 - 2:30 P.M. Bldg. 816, 1st floor	Settle Relocation Costs	Accounting	
	2:30 - 3:00 P.M. Bldg. 813	Lease Information	Housing	
	4:00 - 5:00 P.M. 816, 1st floor	Pay Line		
Additional Requirement (If applicable)	Time: _____ 814, 1st floor	WRAT Test (If necessary)	Research Service Division	

ORIENTATION TIME CARD / SCHEDULE

ORIENTATION II

Side 2 NAME _____

DAY	TIME & LOCATION	FUNCTION	Department, Area, or Official	Instructor's Stamp or Signature
THURSDAY	9:00 - 12:00 Bldg. 814, 1st floor	Math Test	Research Services Division	
	1:00 - 1:30 P.M. Bldg. 810, 1st floor	Health Education Orientation	Health Education	
	1:30 - 2:00 P.M. Bldg. 810, 1st floor	Home Management Orientation	Home Management	
	2:00 - 4:00 P.M. Bldg. 810, 1st floor	Registrar Orientation	Registrar	
FRIDAY	Time: Bldg. 810, 3rd floor	Counseling Pre-Intake Interview	Counselor:	
	Time: Home	Housing Inspection	Housing & Fire Department	
	ADDITIONAL REQUIREMENTS (IF ANY)			
	1.			
	2.			
	3.			
	4.			
	4:00 - 5:00 P.M. Bldg. 816, 1st floor	Pay Line		

ORIENTATION II

Side 2

NAME _____

DAY	TIME & LOCATION	FUNCTION	Department, Area, or Official	Instructor's Stamp or Signature
THURSDAY	9:00 - 12:00 Bldg. 814, 1st floor	Math Test	Research Services Division	
	1:00 - 1:30 P.M. Bldg. 810, 1st floor	Health Education Orientation	Health Education	
	1:30 - 2:00 P.M. Bldg. 810, 1st floor	Home Management Orientation	Home Management	
	2:00 - 4:00 P.M. Bldg. 810, 1st floor	Registrar Orientation	Registrar	
FRIDAY	Time: Bldg. 810, 3rd floor	Counseling Pre-Intake Interview	Counselor:	
	Time: Home	Housing Inspection	Housing & Fire Department	
	ADDITIONAL REQUIREMENTS (IF ANY)			
	1.			
	2.			
	3.			
	4.			
	4:00 - 5:00 P.M. Bldg. 816, 1st floor	Pay Line		

JOB TITLE TESTS REPORT FORM

Job Title _____

Course Number _____

Student Name _____

Family Pay Number _____

Career Guidance Specialist _____

Pre Test _____ Post Test _____ (Check One)

Date Test Taken _____

Unit Number	Lap Number	Score*	Validated/Not Validated

*Score = number right out of 5, unless noted otherwise.

DESCRIPTION OF TESTS BEING ADMINISTERED IN THE TEST CENTER AS OF 7/31/74

This section of the policies and procedures manual is designated to provide a brief, summary description of the tests now being administered in the Test Center as part of the Mountain-Plains Program.

OVIS . . . . . XVII-a

GATB . . . . . XVII-b

16PF . . . . . XVII-c

POI . . . . . XVII-d

Mooney Problem Checklist . . . . . XVII-e

Student Inventory . . . . . XVII-f

Student Evaluation of Staff Form B . . . . . XVII-g

Student Evaluation of Curriculum Materials Form A . . . . . XVII-h

Math Entrance Tests . . . . . XVII-i

CTBS . . . . . XVII-j

WRAT . . . . . XVII-k

Occupational Area Tests . . . . . XVII-l

FCC Tests . . . . . XVII-m

OVIS

The Ohio Vocational Interest Survey is designed to measure students' interests as they relate to the world of work. The OVIS results assist the Career Guidance Specialist in helping students achieve an educational or vocational plan commensurate with their interests.

The actual administration of the OVIS does not require any special qualifications on the part of the test administrator. Directions for administering the OVIS are contained in the publishers manual.

The OVIS is published by Harcourt Brace & Jovanovich, Inc. and machine scored by the HBJ Scoring Service. The publisher supplies booklets and answer sheets and their address is: 757 Third Avenue, New York, New York 10017.

The scoring service provides individual student scores on the 24 interest scales. Also provided are percentile rankings and stanines comparing the test taker to the normative group on which the test was developed. The address of the scoring service is: HBJ Scoring Service, P. O. Box 1294, Minneapolis, Minnesota 55440.

GATB

The General Aptitude Test Battery (GATB) is a standardized, timed, aptitude test designed to measure the following aptitudes - intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity and manual dexterity. The GATB scores are used by the Career Guidance Specialist for vocational guidance purposes.

The Mountain-Plains test administrators are certified through a branch of the U. S. Employment Service to administer the GATB.

The GATB is hand scored in the Test Center. The raw scores are converted to aptitude scores using appropriate conversion tables found in the test manual. The Individual Aptitude Profile is a record of the raw test scores, aptitude scores, and the occupational aptitude patterns (OAP).

The paper and pencil materials for the GATB are distributed by the U. S. Government Printing Office. The materials used for the performance portion of the GATB are distributed by: Specialty Case Manufacturing Co., Test Equipment, 977 Vernon Road, Philadelphia, Pennsylvania 19150.

16PF

The "Sixteen Personality Factor Questionnaire" (16PF) is a personality inventory containing 16 scales developed to give as broad a description of personality as is possible to develop from this type of instrument. The 16PF is used by the Counseling Department in working with individual students and for research purposes.

Initially Form E, a low literate version of the 16PF, was adopted for use in the Mountain-Plains Counseling Program. After using this form for approximately 8 months, it was decided to convert to Form C. This decision was based on the availability of normative data and the fact that Form E was an experimental form of the test that did not appear to measure the same domains of personality as the other forms.

The 16PF has instructions printed on the answer sheets and is virtually self-administering.

The 16PF is hand scored for raw scores in the Test Center. The raw scores are converted to sten scores by the Counseling Department, and put on a profile sheet.

This test is published by: The Institute of Personality and Ability Testing, 1602-04 Coronado Drive, Champaign, Illinois 61820.

POI

The Personal Orientation Inventory (POI) is an affective instrument designed to assist personality development with regard to traits that are considered important to the development of self-actualization. It contains 12 scales, each one of which was normed on a group of people considered to have reached self-actualization. The POI is used by the counseling staff to plan and implement a Counseling program for the Mountain-Plains students. It is used by the Research division to assess the general character of the Mountain-Plains student population and is used for program evaluation as an experimental variable.

The POI is essentially self-administering. Instructions are printed on the cover page of the test booklet. There is no time limit for taking the inventory.

Once the raw scores are determined by hand scoring, they are forwarded to the Counseling Department where they are plotted on a profile sheet.

The POI is published by: The Educational and Industrial Testing Service, San Diego, California 92107.

Mooney Problem Checklist

The essential purpose of the Mooney Problem Checklist is to help individuals express their personal problems. This affective instrument is relatively simple to administer. Individuals are asked to read through the checklist and underline the problems which are of concern to them, circle the ones of most concern, and write a summary in their own words. It is virtually self-administering.

The Mooney is easily scored by hand and quickly summarized by the counselors, who are the sole users.

The testing materials are obtained from: The Psychological Corporation Publishing Company, 304 East 45th Street, New York, New York 10017.

Student Inventory

The Student Inventory is a problem checklist that asks students to check the types of situations which cause them trouble. This inventory is currently not scored, but used as an aid in counseling students.

This non-timed inventory was developed specifically for the Mountain-Plains Program by Rowan W. Conrad in consultation with Donald P. Hoyt.

This inventory is currently under construction. Reliability and validity data on it should be available in the near future.

Student Evaluation of Staff Form B

The Student Evaluation of Staff is an attitude scale developed specifically for the Mountain-Plains Program. The evaluation form is an attempt to assess student attitudes toward instructional staff.

The evaluation is essentially self-administering. It is currently comprised of 2 ten item scales. The reliabilities are .95 and .89, for scales 1 and 2, respectively. Further data on this test will be provided after the reliabilities are cross-validated and validity studies are accomplished.

Currently under development are student evaluation of staff forms designed to assess student attitudes toward career guidance specialists, counselors, and the state coordinators. As these forms are developed and data is collected on them, the results will be made available.

Student Evaluation of Curriculum Materials Form A

The Student Evaluation of Curriculum Materials was developed specifically for the Mountain-Plains Program. It is an attitude scale designed to assess students' attitudes toward the learning materials with which they have come in contact.

This evaluation is essentially self-administering and it requires no scoring.

Currently, normative data on this instrument has just been collected and no formal analysis of it has yet been made.

Math Entrance Tests

The Math Entrance Tests are cognitive measures of the basic mathematical skills - addition, subtraction, multiplication, division, numeration place value, and geometry and measurement. These tests were developed by "Individualized Learning for Adults," a federally funded program.

The scores are used to place students in the math program which draws its curricular materials from the same source that the tests are drawn from.

Since the math entrance tests are an integral part of the math curriculum used at Mountain-Plains, the test materials are reproduced by the Mountain-Plains reprographic department.

CTBS

The Comprehensive Tests of Basic Skills (CTBS) are a series of timed, standardized achievement tests, developed to test skills in the areas of reading, language, arithmetic and study skills. The results of the CTBS are used for student placement in the Communication Skills and Mathematic Skills areas.

The tests should be administered by a person having formal training in test administration. The examiners manual provides all the necessary information for the administration and scoring of the CTBS.

The CTBS is hand scored in the Test Center. Raw scores are converted to grade equivalent scores for program usage.

California Test Bureau, a Division of McGraw-Hill Book Company publishes the CTBS. The booklets and scoreze answer sheets are obtained from: California Test Bureau, Division of McGraw-Hill Book Company, Del Monte Research Park, Monterey, California 93940.

WRAT

The Wide Range Achievement Test (WRAT) is a standardized, timed achievement test used as a convenient tool for the study of the basic subjects of reading (word recognition and pronunciation), written spelling, and arithmetic computation.

Since the WRAT scores are used as part of the selection criteria for entry into the Mountain-Plains Program, the WRAT is administered in the Test Center only under highly unusual circumstances. The WRAT is normally administered by the state coordinators.

At Mountain-Plains the scores are used as the guidelines for determining which level of the CTBS would be most suited for an individual. They are easily scored by hand and then raw scores are converted to grade equivalent scores.

The WRAT is published by: Guidance Associates, 1526 Gilpin Avenue, Wilmington, Delaware.

Occupational Area Tests

The Occupational Area Tests are criterion-referenced cognitive instruments designed to assess whether or not students have met the behavioral objectives of the Mountain-Plains curriculum. These tests were constructed for the Mountain-Plains Program by the instructors of each occupational area under the supervision of the Tests and Measurements Specialist.

The scores of these tests are used to determine student programs in the occupational areas. They also provide data for evaluating the existing curriculum.

These tests are self-administering and there is no time limit on taking them.

They are administered on a pre/post basis. The post test administration is used for purposes of curriculum and program evaluation only.

Currently, no statistical information is available on these instruments. After a sufficient sample size is obtained, item analyses will be performed on them, with the results forwarded to the appropriate parties.

FCC Tests

The Family Core Curriculum tests are criterion-referenced measures of whether Mountain-Plains students can meet the behavioral objectives in the areas of Parent Involvement, Consumer Education, Health Education and Home Management. The scores determine the student program in the four areas and provide data for evaluating the curriculum content of these areas.

This block of 8 tests is administered during the Orientation period to entering students. They are relatively self-administering.

These tests were constructed by Mountain-Plains. They are administered on a pre/post basis. The pretests are used for diagnostic purposes in planning student programs. The post tests are used for purposes of curriculum evaluation and program evaluation only.

Currently, no reliability or validity data is available on these tests. However, as soon as the sample size warrants it, an item analysis will be performed and the test statistics will be reported to the appropriate parties.

Tests Currently Under Development

Currently, there are several tests that have been approved for use in the Mountain-Plains Program which have not yet been implemented. These include Student Evaluation of Staff forms for Career Guidance personnel and state coordinators, a Career Maturity Index, a Survey of Parental Attitudes toward Children, and the Minnesota Importance Questionnaire.

The Student Evaluation of Staff forms are Mountain-Plains constructed attitude scales similar to the Student Evaluation of Staff forms currently in use.

The Career Maturity Index is a standardized attitude scale consisting of 50 dichotomous items designed to assess whether or not the examinee has a realistic outlook with regard to vocational opportunities.

The Parental Attitude Survey is a Mountain-Plains constructed attitude scale designed to assess parental attitudes towards children. The ultimate goal will be to attempt to observe relationships between parental attitude and child behavior.

The Minnesota Importance Questionnaire is an affective instrument designed to assess peoples values as they relate to the world of work. Based on this assessment, a profile is constructed that gives an index of potential job satisfaction with various occupations. This is a standardized instrument that was developed for use in vocational rehabilitation and appears to have relevance for our student population.

As these tests and others like them are initiated into the Mountain-Plains Program, supplemental sheets will be prepared and sent to recipients of the Test Center Policies and Procedures Manual.